

A Study to know the Level of awareness of Entrepreneurship and entrepreneurial environment in B-Schools and its Impact on Student Community: A Study among Management Students of Kerala.

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Abstract

Entrepreneurs are the driving forces behind any economy. Entrepreneurship is said to be the future of the modern society. It reflects a ray of hope for the unemployed to earn a living and maintain a dignified life and also for the economic development of the country. Entrepreneurship is a social phenomenon and it is not inherent within a person, rather it exists in the interaction between people. Researches show that the entrepreneurship spirit can be improved by training. The present study tries to understand the awareness of students regarding entrepreneurship, the campus support systems and how both of the above influence the entrepreneurial skill of the student's community in the academic background of Kerala.

Key words: *Entrepreneurship, Entrepreneurship spirit, Entrepreneurship Education, Entrepreneurial skill sets*

Introduction

Entrepreneurs are the driving forces behind any economy. Entrepreneurship is said to be the future of the modern society. It reflects a ray of hope for the unemployed to earn a living and maintain a dignified life and also for the economic development of the country. Entrepreneurship is a social phenomenon and it is not inherent within a person, rather it exists in the interaction between people. Researches show that the entrepreneurship spirit can be improved by training. Meanwhile, human recourse is one of the main elements relative to entrepreneurship. Human resource training can affect the improvement of entrepreneurship. The related problems can be solved by training

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entrepreneurship spirit and creating needed fields in order to develop the entrepreneurship activity of the graduates. The present study tries to understand the awareness of students regarding entrepreneurship, the campus support systems and how both of the above influence the entrepreneurial skill of the student's community in the academic background of Kerala.

Literature Review

Entrepreneurship education in higher educational institutions is promoted in both industrialized and industrializing countries as a mechanism for educating and developing students for an entrepreneurial career and equipping them with the necessary skills and competences to compete in a rapidly globalizing marketplace (Duggassa 2012). This is based on the assumption that entrepreneurship skills can be learned. As noted by Matlay (2006), entrepreneurship education is believed to have invariable result in a comparable growth in the quantity and quality of entrepreneurial activity. However, the schools and colleges in which entrepreneurship courses are offered vary considerably from place to place, from institution to institution.

Can entrepreneurship skills and competencies be learned?

The question of whether entrepreneurial skills and competencies can be learned is no more a debate. There is now a consensus, in the literature at least, that entrepreneurship can be taught and the debate has now shifted to what and how it should be taught (Lourenco and Jones (2006). Similar avowal was made by Gendron (2004) who argues that debate is no longer whether entrepreneurship can or should be taught, but rather how to continuously improve its content and delivery to meet the needs of our current students. Several researchers have revealed their studies in support of this idea. According to Kuratko (2003) entrepreneurship or some fact of it can be taught and business educators and professionals have evolved beyond the myth that entrepreneurs are born, not made. Other researchers such as Solomon *et al.* (2002) and Katz (2003) have also argued that entrepreneurship can be learned.

The importance of entrepreneurship education

Since recently, entrepreneurship education has been gaining important attention from policy makers and higher education institutions across the world. Over a relatively short

period of time, entrepreneurship education has nudged itself to the top of socio-economic and political agendas, where it currently represents a high priority imperative for government policy throughout the industrially developed and developing world (Mitra and Matlay, 2004). Entrepreneurship education has been well promoted because of the assumption that it encourages entrepreneurial development and venture creation thereby contributing to the economic growth and development. This has been supported by many researchers. According to Matlay and Carey (2006), in recent years, it has become fashionable to view entrepreneurship education as the panacea for stagnating or declining economic activity in both developed and developing countries. Equally, Sternberg and Wennekers (2005) claim that higher level of entrepreneurship and more effective innovation are perceived to be the key engines of economic growth.

Today, the necessity and interest of entrepreneurship education has increased. These are due to the start-up decrease which is already mentioned, appearance of successful venture, increase of unemployment by restructuring, and the increase of young peoples' unemployment. Even though the demand of entrepreneurship education increased, supply was not sufficient. We still have insufficient capacity (lack of skilled teaching staff, teaching materials, practitioners, and networking models for theory - practice or university - community cooperation). There are so many researches have been done in the area of entrepreneurship education. The term entrepreneurship education program could be seen as the process of providing individuals with the ability to recognize commercial opportunities and the knowledge, skills and attitudes to act on them.. In spite of the significance of general education for business creation, the direct effect of the entrepreneurship education on personal attitude is not fully investigated. (Kim Jumi et al 2009).

The promotion of entrepreneurship education within higher education institutions is more likely to increase entrepreneurial self-efficacy, self-employment, and risk taking (Segal *et al.*, 2005). Likewise, a report by the [European Commission (2004) regards education as an important means to create a more entrepreneurial mindset among young people and they assert that promoting entrepreneurial skills and attitudes provides benefits to society even beyond their application to new business ventures. In the same way, Katz (2007, cited in Baum *et al.* (2007) suggested that entrepreneurial training can add real value by increasing the success probabilities of new ventures.

The present education system in India has not been able to promote independent thinking, creativity, a spirit of innovation and motivation for setting a challenging and achievable goal. The environment and policy however offer diverse opportunities for sustainable self-employment to ensure contribution of workforce to industrial economy. There is thus a need is to inculcate the spirit of enterprise into the psyche of the present generation. With all the socio economic development going towards Kerala, the entrepreneurial culture was not set in. (Chandrasekhar K.S. et al)

Entrepreneurship in Kerala

Kerala; a 100% literate state, has the highest rate of educated unemployed in the country with over 40 lakh unemployed youth on the live register of Employment Exchanges. This comprises about 20 lakh graduates and otherwise technically qualified. Kerala has attained worldwide acclaim for its achievements in the social sector, particularly in the health and education system. But the performance in the industrial sector has not been keeping pace with the potential of the State. Government of Kerala has recognized this factor and has instituted bold and forward looking measures to tap the unique strengths of the State aimed at providing a sustainable stimulus for industrial growth. Kerala has a high per capita rate of consumption, but it imports a major share of its requirements including food. The factors contributing to this state of affairs may range from labour market rigidities to the absence of a favorable investment climate and has to lead to a generation of entrepreneurship been lost. Kerala's GDP per capita is about average for India, but its economic growth rate has been considerably slower. Unemployment rate in Kerala is the one with problem- Kerala: 11.6% (rural), 12.2% (urban) as against India: 2.3% (rural); 5.7% (urban). This has forced many Keralites to leave and look greener pastures in India or abroad.

Some of the reasons for lack of entrepreneurship in Kerala are due to: Preoccupation with redistribution, aversion for taking risks and preference for secure employment, lack of confidence to innovate, poor self-esteem of entrepreneurs, lack of business culture built on mutual trust, unsympathetic and unsupportive bureaucracy and the labour laws and institutions that are heavily biased against the entrepreneur. According to JMI Sait, former Chief Technical Advisor, UNIDO, the factors inhibiting entrepreneurship in Kerala are: culture of the society, availability of right skill sets, infrastructure, networks and government policy and administrative support. He also cited certain aspects in which

the entrepreneur in an individual takes a back seat: subsidy consciousness, high targets versus instinctive decisions, mistrust – of labour, peers, colleagues, misguidance – relatives, friends, retired executives and government officers, fear of bankers, taxmen, pollution controllers, sanitary inspectors, politicians etc., inadequate knowledge of laws – rights and liabilities and slow legal system.

The study fills gap in entrepreneurship education research by examining the nature of entrepreneurship education by assessing the awareness level of the students of entrepreneurship, evaluating the supporting environment and its impact on the entrepreneurial skill sets off the students in a state that was not given due attention by prior researches. The study can also be used by policy makers, curriculum developers, and other stakeholders in the state in developing and implementing entrepreneurship education promotion efforts in state universities of India.

Objectives

1. To Find out the level of Awareness of Entrepreneurship among students of Kerala
2. To study the impact of the presence of entrepreneurial environment on students' community in Kerala
3. To Find out the presence of entrepreneurial skill sets among students of Kerala
4. To study the correlation between awareness of entrepreneurship and the entrepreneurial skill sets among students in Kerala

Hypothesis

H01: The students have no awareness of entrepreneurship in Kerala

H11: Students have awareness of entrepreneurship in Kerala

H02: There is no impact of entrepreneurial friendly environment on student's community in the campuses in Kerala

H12: There is impact of the entrepreneurial friendly environment in the campuses in Kerala

H03: There is no co-relation between awareness of entrepreneurship and the level of entrepreneurial skill sets among the student community in Kerala

H13: There is co-relation between awareness of entrepreneurship and the level of entrepreneurial skill sets among the student community in Kerala

RESEARCH DESIGN

Research Design: The study has a survey design and it is descriptive in nature. The descriptive research was undertaken to know the Level of awareness of Entrepreneurship and entrepreneurial environment in B-Schools and its Impact on Student Community: A Study among Management Students of Kerala. The data collected from the respondents were primary in nature. The data used for the study was from the respondents, collected using survey method through questionnaire.

Primary Data: The primary data for the study was collected from the samples using questionnaires. Information from the secondary data and observations made by the researcher also has been used as a background for the study.

Population: All the students of various B-Schools in Kerala forms part of the population.

Sample Size: Sample size of 60 students was chosen for the study.

Sample Unit: Any students belonging to a B-School in Kerala forms a unit of sample.

Sampling Method: Purposive sampling method includes both a purpose in choosing the sample at the same time a judgment. The researcher had the purpose of choosing the samples from those studying in a B-School in Kerala.

Method of Data Collection: The data were collected through survey method using a Questionnaire.

DATA ANALYSIS

AWARENESS

First section of questionnaire was prepared in order to know the awareness level of students about entrepreneurship. When university students of Kerala were asked whether they are aware about term "entrepreneurship"? They all were aware about term entrepreneurship.

Table 1: Awareness of Kerala students about entrepreneurship

S.No	Awareness Factors	Frequency		Percentage	
		Yes	No	Yes	No
1	Awareness about term 'Entrepreneurship'	61	0	100.0	

2	Entrepreneurship Development Cell in your campus	7	54	11.5	88.5
3	Programme in your syllabus that exposes you to Entrepreneurship	47	14	77.0	23.0
4	Specialization on Entrepreneurship Development in your Programme	15	46	24.6	75.4
5	Association in the campus to lead the Entrepreneurial activity among the students	24	37	39.3	60.7
6	College hold membership with Entrepreneurship network on the state level	19	42	31.1	68.9
7	Presence of National Entrepreneurship Network in your campus	10	51	16.4	83.6
8	Heard of the terms like incubation center, B- Plan etc.	44	17	72.1	27.9
9	your senior students starting up their own entrepreneurial projects	40	21	65.6	34.4

77% of the respondents were in view that programme in their syllabus had exposed them to entrepreneurship; and 72.1% respondents have heard of the terms like incubation center, B- Plan etc. Respondent were also aware that their senior students starting up their own entrepreneurial projects. Other awareness factors like Entrepreneurship Development Cell in your campus, Presence of National Entrepreneurship Network in your campus, Specialization on Entrepreneurship Development in your programme and Association in the campus to lead the Entrepreneurial activity among the students had been responded less than 50%.

The Average awareness score was calculated by taking sum of individual awareness score of students divided by total number of students. The average awareness score of student's awareness level comes to be 74.32% and The Average awareness score shows that students of Kerala have high awareness level.

This awareness has come because of the program in which they are stung at the same time data also interpret that the existence of entrepreneurial cell, state level networks and national level networks are present in least no. i.e. their existence is very low.

LEVEL OF ENVIRONMENT

When respondents were asked different questions regarding level of environment contributed in entrepreneurial education four aspects were considered 1. Interaction of entrepreneur in the campus was considered 2. Organizing Programmes that inculcating entrepreneurial skills in students, 3. College's membership with entrepreneurial network and faculty assign to nurture entrepreneurial skills.

Table 2: Level of environment for entrepreneurial education in Kerala

S.no.	Factors for level of environment	Frequency					percentage					Mean Score
		Very High	High	neutral	less	very less	Very High	High	neutral	less	very less	
	How often do you have interaction with entrepreneurs in your campus?	9	19	21	5	7	14.8	31.1	34.4	8.2	11.5	3.30
	Do you organize any programme that would inculcate Entrepreneurial skill in the student community?	7	7	20	20	7	11.5	11.5	32.8	32.8	11.5	2.79
	Does your college hold membership	8	9	9	22	13	13.1	14.8	14.8	36.1	21.3	2.62

with Entrepreneurs hip networks on the national level?											
Is there any faculty assigned in the campus to nurture your Entrepreneuri al skills?	10	10	19	17	5	16. 4	16. 4	31.1	27. 9	8.2	3.05

According to the average score of above mentioned parameters, Interaction of entrepreneur in the campus was main factor for motivating students followed by faculty assign to nurture entrepreneurial skills, Organizing Programmes that inculcating entrepreneurial skills in students and College's membership with entrepreneurial network. The average score of level of environment was calculated as 58.77%.

ENTREPRENEURIAL SKILL SETS

Table 3: Entrepreneurial skills sets of Kerla students

S.no	Factors for level of environment	Frequency					percentage					Mean
		Very High	High	neutr al	les s	ver y less	Very High	Hig h	neu tral	less	ver y les s	
	Risk taking ability	15	17	16	11	2	24.6	27. 9	26. 2	18. 0	3.3	3.5 2
	Creativity & Innovativene ss	11	19	25	5	1	18.0	31. 1	41. 0	8.2	1.6	3.5 6
	Flexibility	12	24	19	5	1	19.7	39. 3	31: 1	8.2	1.6	3.6 7

Initiative taking ability	13	22	21	5	0	21.3	36.1	34.4	8.2	0	3.70
Knowledge for commercial and legal aspects of business	10	12	27	11	1	16.4	19.7	44.3	18.0	1.6	3.31
High Self Esteem	14	25	18	4	0	23.0	41.0	29.5	6.6	0	3.80
Need for achievement	9	27	18	7	0	14.8	44.3	29.5	11.5	0	3.62
Need for power	12	30	13	4	2	19.7	49.2	21.3	6.6	3.3	3.75
Optimism	15	25	16	5	0	24.6	41.0	26.2	8.2	0	3.82
Problem solving ability	14	27	20	0	0	23.0	44.3	32.8	0	0	3.90
Dignity for Labor	14	19	24	3	1	23.0	31.1	39.3	4.9	1.6	3.69
Strong Will Power	14	19	27	1	0	23.0	31.1	44.3	1.6	0	3.75
Time Management	10	34	10	6	1	16.4	55.7	16.4	9.8	1.6	3.75
Need for Influencing Power	14	18	27	1	1	23.0	29.5	44.3	1.6	1.6	3.70

The Skill sets of the students shown by the respondents are in following order from high to low Optimism, High Self Esteem, Need for power, Strong Will Power, Time Management, Initiative taking ability, Need for Influencing Power, Flexibility, Need for achievement, Creativity & Innovativeness, Risk taking ability, Knowledge for commercial and legal aspects of business. The average skill set score of the students comes out to be high i.e. 73.68%

Table 5: Career Opportunity

	Frequency	Percent	Valid Percent	Cumulative Percent
1. Be an employee	32	52.5	52.5	52.5
2. Taking care of family Business	8	13.1	13.1	65.6
3. Be an entrepreneur	21	34.4	34.4	100.0
Total	61	100.0	100.0	

The career opportunity options were asked. 52.3% respondents prefers to be an employee, 34.4% prefer to be entrepreneur and 13.1 will be taking charge of family business. Please refer table no 4.

CORRELATION BETWEEN DIFFERENT FACTORS OF ENTREPRENEURIAL EDUCATION.

1. CORRELATION BETWEEN LEVEL OF ENVIRONMENT AND SKILL SETS

Table no. 6 explains the various correlations between different skill sets and level of environment.

Table 6: correlation between level of Environment and skill sets

	Interaction with entrepreneurs	Programme for Entrepreneurial skill	membership with Entrepreneurship networks	Faculty assigned
Risk taking ability	.266*	.437**	.273*	.415**
	Positive	Positive	Positive	Positive
Creativity & Innovativeness	.256*	.280*	.277*	.329**
	Positive	Positive	Positive	Positive
Flexibility				
Initiative taking ability		.371**	.253*	
		Positive	Positive	
Knowledge for commercial and legal aspects of business		.386**		
		Positive		
High Self Esteem		.338**		
		Positive		
Need for				

achievement				
Need for power		.312*		
		Positive		
Optimism				
Problem solving ability	.452**	.381**	.365**	.284*
	Positive	Positive	Positive	Positive
Dignity for Labor	.326*			
	Positive			
Strong Will Power			.413**	.313*
			Positive	Positive
Time Management	.304*			
	Positive			
Need for influencing Power				

Risk taking ability, Creativity & Innovativeness and Problem solving ability are three skill sets which are significantly positively correlated with all. Whereas Flexibility, Need for achievement, Optimism, Need for Influencing Power are not at all significantly correlated to factors of 'level of environment'.

Table 8: Correlations Between The level of Environment and Awareness level

	Entrepreneurship Cell	Programme in your syllabus	Specialization on Entrepreneurship	Association in the campus	membership with Entrepreneurship network	National Entrepreneurship Network	Terms incubation center, B-Plan etc	senior student on their own
Campus Interaction								
Programme for inculcating Entrepreneurial skill among students		-.306*			-.341**		-.395**	
		Negative			Negative		Negative	
membership with Entrepreneurship					-.514**			
					Negative			

networks on the national level								
Faculty assigned in the campus	-.416**	-.317*	-.455**	-.361**	-.299*	.278	-.301*	
	Negative	Negative	Negative	Negative	Negative	Positive	Negative	

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Most of the factors of level of environment and awareness level is significantly negatively correlated, other than faculty appointed in the campus and presence of national entrepreneurial ship network is positively correlated. So we can say that the efforts of faculty are reflected down with the presence of national entrepreneurial network.

Conclusions and Suggestions

Based on secondary data used in the study and results obtained from primary data analyses, it can be concluded that:

1. Students of Kerala shows high level of awareness on entrepreneurship, medium level of entrepreneurial environment and high on the levels of entrepreneurial skill sets. However the study fails to identify how far the campus training helps the students in developing their skill sets.
2. Career Choice is not affected by the entrepreneurial education.
3. Flexibility is coming up as a skill set which is very less significantly correlated with same skill set as well as with level of environment. So students of Kerala need to be flexible to accept changes.
4. Looking at negative correlation between the level of environment and awareness level it is necessary to impart special training to faculties responsible for entrepreneurial education.

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